

an enemy. But in the school, he presently discovered that there were grown-ups who would not only refrain from attacking him in turn by actual whippings when he was disagreeable and defiant, but would actually give him the means for putting his aggression to useful purposes, and show him how to develop real skill in jumping, climbing, washing his hands, building with bricks, etc. He discovered that spontaneous activity in building and climbing and jumping, which had to him the unconscious significance of rivalling his father, was here met with encouragement and help, and the anxieties attaching to such activities were therefore considerably lessened. He found people who believed in his power to be skilful and sensible, and in this situation he could make the attempt to become skilful and sensible. Cecil therefore illustrates for us the fact that the extent to which the child's phantasies of destruction and danger dominate his real activity very largely depends upon the real treatment he receives from those around him, and the real situation which his environment creates.

A third illustration can be drawn from the active hostility which many of the children showed to the grown-ups in the early days of the school. It will be remembered that many of these difficult children were used to being severely treated in their homes, and that when they came to the school, they found they were not scolded or punished for the very same behaviour which would have brought such results in their homes. In the records it is plain how puzzled they at first were by this situation, and how they felt the grown-ups to be bad and dirty and destructive, because they did not by scoldings and punishment serve as a direct check upon the children's own defiance and destructiveness.

The unconscidtis
punishment phantasies of the children led them
to fear the
utmost internal dangers, if they were not
checked in their
naughty behaviour by severe treatment from
adults. And to
these adults who did not scold or punish, their
first response
was, " He that is not with us is against us."
The adults
became in their eyes identified with the bad
wish-self, destruc-
tive and dirty. The children's hostility was
thus largely
based upon the projection of the bad wish-self
on to the
adults, they themselves then playing the part of
the destroying
and attacking conscience. I need not describe
how this
situation was changed by the discovery that
the adults did